



Powdersville Elementary

139 Hood Road
Greenville, SC 29611

Grades	3-5 Elementary School	
Enrollment	554 Students	
Principal	Debra T. Gill	864-269-4431
Superintendent	Dr. Wayne Fowler	864-847-7344
Board Chair	Mr. Fred Alexander	864-947-9346

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Good	Below Average
2007	Good	Good
2006	Good	Average
2005	Excellent	Excellent

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

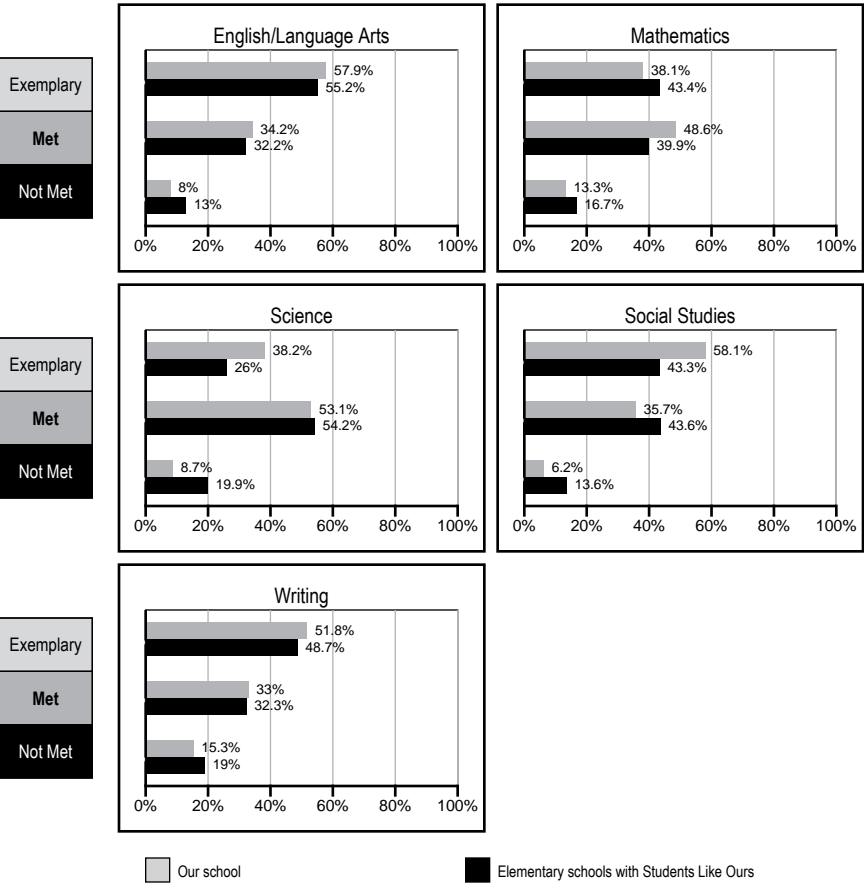
94.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
23	5	3	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=554)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.4%	Down from 0.8%	1.5%	1.9%
Attendance rate	96.8%	Up from 96.7%	96.8%	96.3%
Eligible for gifted and talented	17.6%	Up from 16.3%	19.0%	10.0%
With disabilities other than speech	5.8%	Down from 6.3%	5.9%	7.7%
Older than usual for grade	0.4%	Up from 0.2%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	44.1%	Up from 43.8%	61.9%	59.4%
Continuing contract teachers	73.5%	Up from 56.3%	81.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.5%	Down from 93.0%	86.7%	85.9%
Teacher attendance rate	95.7%	Down from 96.0%	95.6%	95.1%
Average teacher salary*	\$41,501	Up 2.3%	\$48,653	\$47,149
Professional development days/teacher	8.8 days	Down from 12.6 days	11.3 days	11.1 days
School				
Principal's years at school	7.0	Up from 6.0	2.0	4.0
Student-teacher ratio in core subjects	22.6 to 1	Down from 22.9 to 1	20.0 to 1	18.8 to 1
Prime instructional time	92.1%	Up from 91.4%	91.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	81.0%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$5,833	Down 4.2%	\$6,785	\$7,458
Percent of expenditures for instruction**	64.1%	Up from 62.6%	69.8%	68.8%
Percent of expenditures for teacher salaries**	58.6%	Up from 58.4%	64.1%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The mission of Powdersville Elementary in cooperation with parents, teachers, staff, students, and the community is to acknowledge the uniqueness of the individual, provide challenging and diverse educational experiences in a safe environment, and nurture a desire for learning as each individual becomes a contributing member of society. This mission is exemplified in our school motto, "Powdersville Elementary P R I D E: Producing Responsible Individuals while Developing Excellence." Character Education is essential in developing responsible students. Each day a new character word is introduced by our news anchors on our student operated daily news program WTLP, We're The Lion Pride network, and our teachers integrate those character words into their classroom instruction.

Our theme for the 2008 -2009 school year was "Powdersville Elementary: United We Learn." The school was decorated in red, white, and blue to celebrate this patriotic theme. Teachers and students focused on the presidential election and inauguration. This theme provided our students with numerous opportunities to reflect on our many freedoms and responsibilities as Americans. We are proud of our school community for a successful year in which we united together for the cause of learning. We were very proud to again receive the Palmetto Silver Award for high achievement and closing the gap.

Our students excelled in other areas also:

Participation in the Superintendent's District Writing Contest.

Over \$8,000 was contributed to Jump Rope for Heart.

Students/teachers/staff contributed to Pennies for Patients, BEAR Drive sponsored by SC Highway Patrol,

Toys for Tots, and our own Lion's Share Christmas Project.

Student Service Council contributed to the Ronald McDonald House and Toys for Tots while also sending Veteran's Day cards to local veterans and Valentine's cards to elders in area nursing homes. Student Service Council also participated in the Cozy for Coins program in which coins were collected to purchase blankets for the homeless.

4th and 5th grade Chorus performed for our school and area malls and nursing homes.

4th and 5th grade strings program.

Third graders went Mining for Treasures, Fourth graders enjoyed an Explorer Day and a Thanksgiving Feast, and Fifth graders participated in a Wild West Day and a Hooverville Reenactment.

Powdersville Postal Pride mail program in which students wrote and delivered letters to teachers, staff, and other students throughout the building.

Talent Show.

Take-home Family Science Bags.

YMCA After-School Program.

Participation in the 100 Library Books Club and No Books Left Unread Program.

The support of our incredible PTSO and SIC is invaluable to our school. Their volunteer and fundraising efforts are tireless and a wonderful model for our students. Our school could not be as successful without their support.

Debra T. Gill, Principal

Patricia Tutterow, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	174	106
Percent satisfied with learning environment	100.0%	83.2%	78.3%
Percent satisfied with social and physical environment	100.0%	88.4%	87.7%
Percent satisfied with school-home relations	94.7%	87.2%	72.6%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	555	100	8.1	34.3	57.5	95.7	92.2	82.8	Yes	Yes
Gender										
Male	281	100	8.2	33.7	58.1	95.9	90.9	79.3	N/A	N/A
Female	274	100	8	35	57	95.4	93.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	474	100	6.7	30.7	62.6	96	93.1	89.5	Yes	Yes
African American	52	100	17.3	59.6	23.1	94.2	85.4	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90.5	92.3	I/S	I/S
Hispanic	17	100	23.5	41.2	35.3	88.2	85.2	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	93.3	82.5	I/S	I/S
Disability Status										
Disabled	46	100	37.2	37.2	25.6	76.7	72	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	18.8	50	31.3	87.5	84.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	164	100	15.6	39.5	44.9	91.8	86.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	555	100	13.4	48.7	37.9	91.9	88.8	78.9	Yes	Yes
Gender										
Male	281	100	11.2	46.8	41.9	92.9	88.6	77	N/A	N/A
Female	274	100	15.6	50.6	33.8	90.9	89.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	474	100	11.1	48.6	40.3	93.1	89.8	87.2	Yes	Yes
African American	52	100	28.8	55.8	15.4	86.5	79.6	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92.9	93	I/S	I/S
Hispanic	17	100	23.5	35.3	41.2	76.5	85.2	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	73.3	79.5	I/S	I/S
Disability Status										
Disabled	46	100	39.5	39.5	20.9	76.7	59.7	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	25	31.3	43.8	75	85.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	164	100	25.2	52.4	22.4	85.7	81.1	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	376	100	8.9	52.9	38.2	91.1	84.7	67.5
Gender								
Male	193	100	8.2	47.8	44	91.8	84.9	67
Female	183	100	9.6	58.2	32.2	90.4	84.4	68
Racial/Ethnic Group								
White	325	100	6.8	51.9	41.2	93.2	86.6	79.5
African American	34	100	29.4	61.8	8.8	70.6	63.6	50.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.7	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	79.4	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	31	100	24.1	58.6	17.2	75.9	56.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	79.5	59.6
Socio-Economic Status								
Subsided meals	108	100	18.6	62.9	18.6	81.4	74.5	55.1

Social Studies								
All Students	375	100	6.1	36.2	57.7	93.9	85.9	72.3
Gender								
Male	197	100	5.9	29.3	64.9	94.1	86.2	71.5
Female	178	100	6.4	43.9	49.7	93.6	85.7	73.2
Racial/Ethnic Group								
White	324	100	6.2	33.4	60.4	93.8	86.8	80.7
African American	32	100	9.4	62.5	28.1	90.6	78.7	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	96.6	88.5
Hispanic	12	100	N/AV	N/AV	N/AV	100	78.2	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	33	100	19.4	48.4	32.3	80.6	59.8	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	11	100	N/AV	N/AV	N/AV	100	78	67.9
Socio-Economic Status								
Subsided meals	110	100	10	57	33	90	77.1	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	555	98.9	14.8	33.1	52.1	85.2	80.5	70.2	96.8	96.3
Gender										
Male	278	98.6	17.7	39.2	43	82.3	75.3	63.2	97	96.3
Female	277	99.3	11.8	27	61.2	88.2	86.1	77.5	96.6	96.3
Racial/Ethnic Group										
White	472	98.7	11.5	32.6	56	88.5	82.1	79.1	96.7	96.2
African American	54	100	40.7	40.7	18.5	59.3	67.7	57.6	97.2	96.9
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92.9	86.2	98.3	97.2
Hispanic	17	100	23.5	29.4	47.1	76.5	72.2	62.6	97.9	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	53.3	68.7	98.1	94.3
Disability Status										
Disabled	48	93.8	35.7	40.5	23.8	64.3	36.6	26.1	95.5	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	12.5	37.5	50	87.5	74.5	61.2	98.6	97.1
Socio-Economic Status										
Subsidized meals	160	97.5	29.2	38.9	31.9	70.8	68.8	58.9	95.5	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	182	100	8	29	63.1	92
	4	196	100	8.5	35.6	55.9	91.5
	5	177	100	7.8	38.6	53.6	92.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Mathematics

2009	3	182	100	20.5	47.2	32.4	79.5
	4	196	100	9.6	50	40.4	90.4
	5	177	100	10.2	48.8	41	89.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Science

2009	3	92	100	11.2	55.1	33.7	88.8
	4	196	100	9	47.3	43.6	91
	5	88	100	6.1	63.4	30.5	93.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Social Studies

2009	3	90	100	5.7	34.5	59.8	94.3
	4	196	100	4.8	39.9	55.3	95.2
	5	89	100	9.5	29.8	60.7	90.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Writing

2009	3	183	99.5	20.9	33.9	45.2	79.1
	4	195	98	15.1	37.3	47.6	84.9
	5	177	99.4	7.8	27.7	64.5	92.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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